

Mount Rainier National Park

Sister Mountain Project

	Postcards to a Friend	
Overview	Students document a field trip or virtual climb of Mount Rainier and Mount Fuji by writing a postcard to a friend describing what they have seen and	
	experienced.	
	- CAPCILITICAL.	
Grade Level	6-12	
	Students will be able to:	
	Gather information, organize thoughts and ideas, and present their work to	
Objectives	others.	
6-111		
Setting	Classroom, Computer Lab, or Field Experience	
Time Frame	2 E davis	
Tillie Fraille	3-5 days	
	 Postcard size paper for students (minimum 5 per student) 	
	Colored pencils, crayons or markers	
Materials	 Computer access or resources information for students to complete research 	
	Lists of approved websites and materials for research	
	Postage stamps	
Marak Ia		
Vocabulary	Shrine, torii, Fuji sunrise	
	Communications	
	2.1-1 Uses language to interact effectively and responsibly in a multicultural	
	context.	
Standards	2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.	
	conaboratively, solve problems, and periorin tasks.	
Standards	Art	
	2.1 Gather information from diverse sources, develop ideas and techniques,	
	organize arts elements, forms, and/or principles into creative work, reflect for	
	the purpose of elaboration and self evaluation.	
	Mount Rainier	
Background	At 14,410 feet, Mount Rainier is the highest volcano in the lower 48 states	
2 3.3	and the Cascade Range. The mountain is a cultural icon in the Pacific	
	Northwest as it is the backdrop of the city of Seattle and an important to at	

least six Native American tribes. It is a stratovolcano that has been sculpted by 25 separate glaciers and is surrounded by an old growth forest, multiple rivers and lakes. The park is open all year, and winter provides copious snow for snowshoeing and cross-country skiing. Summer visitors enjoy miles of hiking trails, campsites and scenic views. The park has multiple entrances, the most popular being the Nisqually entrance. You can drive from the base of the mountain to Paradise at 5,400 feet, where you will find the Jackson's Memorial visitor's center and the Paradise Inn. This is also the starting point for the most popular climbing route on the mountain. Each year around 10,000 climbers attempt to reach the summit, however only half actually make it. To reach the summit is a two day journey with one night spent at Camp Muir at 10,200 feet. From Camp Muir, climbers must traverse glaciers and rock outcrops to reach the summit.

Mount Fuji

At 12,388 feet, Mount Fuji is the highest and most well-known mountain in all of Japan. This mountain is not only a cultural icon in the Japanese culture, but is also a sacred mountain with multiple Shinto and Buddhist shrines and temples on its slopes. It is a stratovolcano with a perfect conical shape and is surrounded by five lakes. Mount Fuji is snow-capped in the winter and snowless in the summer. Climbing season is from July 1st to August 31st when the mountain is free of snow and the weather is mild. During these two months, 300,000 people climb the mountain. From the base of the mountain to the summit, there are ten stations, although you do not need to start at the base. The 4th and 5th stations are accessible by car and bus. From the 5th station it takes 4-5 hours to reach the summit where you will find a torii, multiple vendors and even a post office.

Vocabulary:

Shrine- A place of religious devotion or commemoration, such as a place where devotion is paid to a deity or deities, as in Shinto

Torii- (in Japan) a form of decorative gateway or portal, consisting of two upright wooden posts connected at the top by two horizontal crosspieces, commonly found at the entrance to Shinto temples

Fuji Sunrise – The view of the sunrise from the summit of Mount Fuji.

Procedures Introduction:

Procedure

This lesson can be used as a field trip activity, an extended research project, a small abbreviated project that only takes 15 to 20 minutes per class, or can be done as a homework assignment.

The Procedures are written in two sections. The first section is to be used in

conjunction with a field trip to Mount Rainier. The second section is to be used if a field trip is not possible and this activity is to be completed in the classroom setting. Each student will complete five cards, which can symbolize the number of days their virtual trip will take or correspond to actual stops on the field trip.

Each postcard represents knowledge gained through researching one or both mountains. Students will be writing about what they have learned and drawing pictures of sites they have seen or imagined. Once all five are completed, the postcards should represent each student's actual or virtual trip.

Procedures (Field trip):

- 1. Prepare all materials in advance (see list).
- 2. Introduce the itinerary for the trip to the students, identifying the key places that they will. Key Points on Mount Rainier might be:
 - o Their first sight of the mountain.
 - o The entrance to Mount Rainier National Park
 - The Kautz Creek area describing the current state of Kautz Creek and the lahar that caused the new creek to form.
 - The Longmire area including the museum, the visitor area, and the Trail of Shadows.
 - o Ricksecker Point.
 - Paradise Area including the Jackson Visitor Center, the Nisqually Vista Trail, or other trails around Paradise.
- 3. Explain that they will be writing postcards to a friend or relative while on this trip as a way to document the journey and share their experience.
- 4. Describe the basic requirements for each card:
 - a. A drawing of something important about the place that they are visiting on one side of the postcard.
 - b. A written description, in letter form, to their friend or relative about their drawing--what they saw or experienced at that spot and why it is important.
 - c. Students must include details in both their written description and drawing.
- 5. Before departing remind students to be on the lookout for points of interest in preparation for their first postcard.
- 6. At the first stop, give the students twenty minutes to draw their first picture and write their first postcard. You may collect the postcards at each stop or allow the students to keep them to be completed later.
- 7. Continue with the trip, providing students with the opportunity to complete a postcard at each of the selected stops along the way.
- 8. Upon completion of all postcards, assess them with the attached

rubric.

9. Display the postcards in the classroom if space is available. Or mail the postcards if they are correctly addressed and the cost is not prohibitive.

Procedures (In Class):

- 1. Explain to your students that they will be starting a project that will document a virtual climb of Mount Fuji and Mount Rainier, or other site that the students or teacher suggest or approve of.
- 2. They will be doing research on the computer and/or in the library for information about one or both of the mountains.
- 3. Students will be expected to create a minimum of five postcards per site researched. Each postcard will contain the following information:
 - a. On one side of the postcard a drawing of something important about the place that they are researching.
 - b. A written narrative to a friend or relative about the drawing that they made. The narrative should include details about the drawing--what they saw or experienced and why it is important.
 - c. Students must include details in both their narrative and drawing.
- 4. Pass out postcard templates and go over the layout and expectations (picture on front, information and address on back.)
 - a. The students should keep track of the websites they visit for information they put on their postcard so as to not plagiarize.
 - b. It is helpful for the students to keep a journal of the information they find and the sites they visit and take information from.
- 5. The first postcard should describe the trip from the school to the first stop on the mountain. The next four postcards should include key places or activities that interest the student, such as the wildlife seen, places visited, food eaten, languages heard, how they felt and anything else the student wants to include. Both mountains have cultural differences such as food, language, permitted activities and park policies.
- 6. The last postcard should describe reaching the summit of the mountain or the trip back home.
- 7. Go over the rubric and timeline and what is due at the end of class each day. Students should use the first day to look up both mountains and decide a starting point. Allow students to begin researching online or to the library.
 - a. By the end of the first class period, each student should turn in their first postcard describing their trip from home

to the first destination that they choose. 8. Days two, three and four include continuing with research and turning in postcards at the end of class. 9. Day five can include completing the final postcards and students sharing their postcards with the class. **Postcard Examples:** The following are descriptive examples of the first step of the trip to Mount Rainier and Mount Fuji. Mount Rainier Card 1: Students leave their school for the two-hour drive to Longmire, the first destination at Mount Rainier. The postcard could include the change in scenery from city to country to forest, animals seen, how it felt to see the mountain up close, or sights at Longmire. **Mount Fuji Card 1:** After flying from SeaTac to Narita airport, students take a cab to a hotel in Tokyo or the bullet train to Fujinomiya, the closest city to the shortest route up Mount Fuji. The postcard could include the flight over the Pacific Ocean, the difference between the two airports, the train or cab ride to the hotel, how the student was feeling on the trip from home to Japan, how it felt arriving in a new country, or what the student thought when seeing the cities in Japan. This lesson can be shortened to three days with the final day as the turn in day of the postcards. Time to work each day can be shortened to 15-20 minutes each class period. Extra credit can be given for students who create more than ten postcards. The attached postcard template and the rubric can be used in multiple subjects and grade levels as well as used as an assessment tool, exit question, or a getting-to-know-you activity. Use general rubric to assess postcard completion. Write a paragraph summary of their trip highlighting any Assessment information they thought was the best. The students use their own digital images rather than drawing. Adapt the number of postcards to meet the needs of the student. Adapt the expectations and rubric to meet the needs and level of the Use the postcard template as an entry task, exit question, or as a snapshot of student understanding. **Adaptations** Students replace the Postcards with the following Technology Based **Options:**

Students complete the same assignment using the guidelines for public networking sites or texts as the basis for the narrative. Students must accurately describe the site in 140 characters or less.

	Students use digital images taken at the sites and write a caption
	using public networking site guidelines of 140 characters or less to
	describe the image. Students create this as though they were creating
	a public network site.
	Students create a blog entry for each site visited.
Extensions	Students create journal entries to accompany the postcards.
	Students compare the boom of travel writing in the 1860's in Japan
	and the movement of settlers into the Mount Rainier area following
	the Lewis and Clark expedition.
	Students make a PowerPoint presentation or podcast of a virtual trip
	to the two mountains that would include pictures, music, sounds,
	and what they would experience at each destination.
	Students study a park or mountain and then share this information in
	a presentation to the class.
	Groups are assigned to study specific sites and present their site to
	the class. The class compares and contrasts the similarities and
	differences at each site based on specific topics such as recreational
	use, accessibility, geology, effects of climate change, physical features,
	etc.
	Mount Rainier Nature & Science website
	www.nps.gov/mora/naturescience/index.htm
	Mount Rainier National Park plan your visit website
	www.nps.gov/mora/planyourvisit/climbing.htm
References/ Resources	
	Mount Fuji Art
	www.artelino.com/articles/views mount fuji.asp
	,
	Definitions
	www.dictionary.reference.com
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